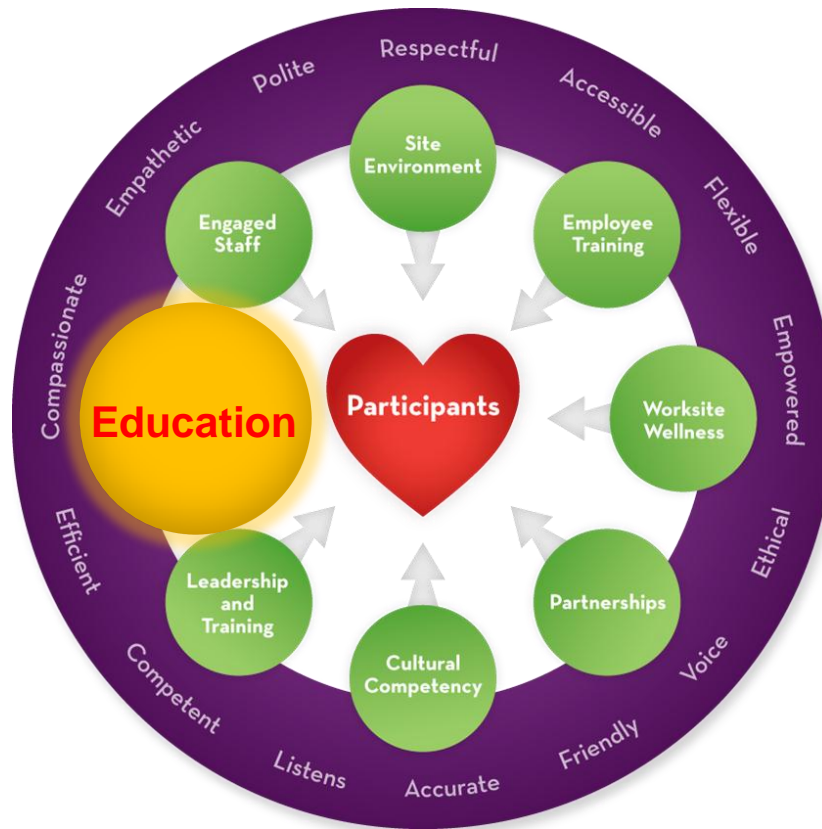


Strength-Based Approach

Participant Centered Education

Facilitator's Guide



This module is one in a series focusing on Participant-Centered Education (PCE). PCE is a key component of California WIC's effort to offer *Platinum WIC – Participant Centered Services (PCS)*. The California WIC PCS approach puts the WIC family at the center of everything we do and focuses on the strengths of participants, employees and community.

PCE places the participant at the center of the education process. PCE focuses on the participant's capabilities, strengths, and their nutrition, health, and referral needs, not just problems, risks, or unhealthy behaviors. PCE includes working collaboratively, eliciting and supporting motivation to change, and respecting participants as the ones who decide if and when they will learn and/or make a change.

STRENGTH-BASED APPROACH

A strength-based approach is one of the core principles of PCE. It means we focus as much on participants' strengths and what they are doing right, as we focus on their possible areas of improvement. We can look for strengths in our participants at any point in a session. It is particularly useful to **start** a session by focusing on participants' strengths. A strength-based approach is closely related to other participant-centered principles and techniques, such as voice and affirmation. Training on these additional topics will reinforce the learning from this module.

Trainer's Notes

Purpose:

To improve WIC staff ability to focus on participants' strengths and to support participants' self-efficacy.

Objectives: By the end of the session, staff will have:

- Identified their own strengths and characteristics that can help with change
- Reviewed the concept of self-efficacy
- Identified ways to get better at helping participants recognize their own strengths
- Written one statement they can use to help "mine for strengths"
- Discussed the potential effect of voicing confidence in their participants

Directions:

Prepare a flip chart pad with the following statements for Activity 5 - Voicing Confidence:

- A) When have you seen someone express confidence in another person, and that confidence helped the person change?*
- B) When have you wished someone (family, friends, at church, work, etc.) had shown they had confidence in **you**?*

Materials:

- "Strength-based Approach" Trainee Workbooks

Room Set Up:

- Staff seated at tables or in small groups



Strength-Based Approach: Focusing as much on participants' strengths and what they are doing right as on possible areas of improvement

Activity 1: What do I do well?
Write down examples of things you do well, either at work or at home.

1. Staff Identify Their Own Strengths: Activity 1

Instruction: Explain that this in-service will explain the benefits of identifying participants' strengths during an education session. But first, the group will start by examining their own strengths.

Say: *First take a minute to jot down a few things that you do well. These can be either at work or at home. Examples might include: friendliness, accuracy, thriftiness, being a good cook, dancing well, never getting a speeding ticket...*

Instruction: Allow staff two or three minutes to write down their ideas. Everyone should have a least several things written down.

Say: *Now share with a partner some of your strengths.*

Instruction: Allow staff a minute or so to share their strengths. Then ask a few staff to **share** some of their strengths in the large group.

Self –Efficacy:

I CAN DO IT
I WILL do it

2. Review Self-Efficacy

Say: *Each of you just came up with a list of your own strengths. If you had more time, you could probably have a much longer list. Similarly, every one of our participants has a list of things that they do well. Unfortunately we often are too busy to find out these strengths.*

Studies show that people are more likely to make a change if they believe in their ability to succeed. This is called "self-efficacy". One thing that can help build self-efficacy is already having strengths to draw upon. By focusing on your participants' strengths, you as a WIC educator can remind your participants of their strengths, and help them be more successful at changing.



3. Characteristics of Successful Changers: Activity 2

Say *Review the handout called "Some Characteristics of Successful Changers". These are some qualities that can be especially helpful when someone wants to make a change. Put a star or check by 5 – 10 of these characteristics.*

INSTRUCTIONS

Allow staff 1 minute or so for this.

3. Characteristics of Successful Changers continued...

Activity 3

Circle all the characteristics on the previous page you have seen or think you could see in your participants.



Activity 4.

Write down at least one sentence you might use to "mine" for strength in your participants

Activity 3

Say *Look at the sheet again and circle all the characteristics you have seen, or think you could see, in participants. Afterwards, discuss these characteristics in your groups.*

Instruction: **Allow** staff a few minutes to **circle** the characteristics and **discuss** them in their groups.

Instruction: **Hear** from a few groups.

Ask: *What are some of the ways we as educators can help participants identify their strengths?*

Instruction: **Hear** from a few individuals.

4. Start by "Mining" for Strength: Activity 4

Say: *Another thing you can do is called "Mining" for strengths. That means you ask someone to share what they do well. A good time to do this is at the very beginning of a session. Some examples are:*

- *"What are some of the new things your child is doing?"*
- *"What's one thing that's going well with your pregnancy?"*
- *"You've been breastfeeding successfully for several months now. What's one thing that made it work for you?"*

Say: *On your handout, write down one sentence you might use to "mine" for strengths.*

Instruction: **Invite** a few individuals to share their ideas.



Activity 6

Based on today's session, what is one thing you would be willing to try, in order to help focus on your participants' strengths?

5. Voice Confidence: Activity 5

Say: *Another way to improve self-confidence is to have someone else believe in you. We call this "voicing confidence". In pairs, discuss:*

- A) When have you seen someone express confidence in someone else, and that confidence helped the person change?*
- B) When have you wished someone (family, friends, people at church, work etc.) had shown they had confidence in you?*

Instruction: **Allow** staff a few minutes to discuss the questions.

Say: *What do you think might be the effect of voicing confidence in your participants?*

Instruction: **Hear** from a few staff.

6. Review: Activity 6

Say: *Based on what you have learned today, what is one thing you would be willing to try with your participants to help focus on their strengths? Write it down on your handout.*

Say: *Because I know each of you have a lot of strengths, I am confident that you can be successful at this change. I look forward to hearing about your successes!*